AN EVALUATION OF THE CHINESE MINISTRY

OF LABOR CURRICULUM DEVELOPMENT

TRAINING PROGRAM AT OKLAHOMA

STATE UNIVERSITY 1997

By

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Bachelor of Arts

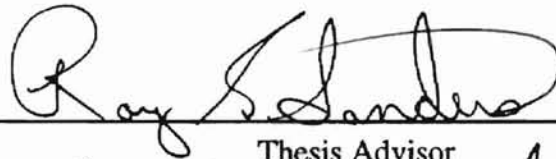Hebei Teacher's University

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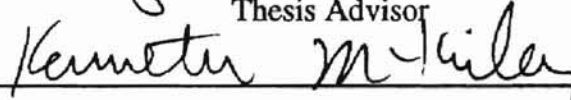
People's Republic of China

1990

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
May, 1998

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OF LABOR CURRICULUM DEVELOPMENT

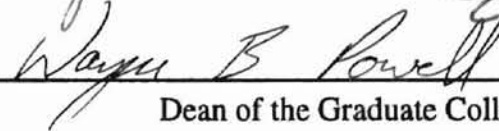# TRAINING PROGRAM AT OKLAHOMA

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ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

The People's Republic of China, the most populated country in the world (1.3 billion), has made tremendous progress in its economy since the policy of reform and opening to the outside world was instituted in 1978. With the real Gross Domestic Product (GDP) increasing at an annual average rate of almost 10 percent over the 1986 - 1994 period and double - digit growth again in 1995, China has become the fastest growing economy in Asia, the world's fastest growing region (World Bank Report, 1996).

Based on the economic structural reform, a goal of establishing the socialist market economy was put forward at the 14th National Congress of the Communist Party of China (CPC) held in October 1992, which represented a historic change in the development of China's national economy (Qin, 1995). Thus, China is now in transition from central planning to a market-based economy. The deepening of state-owned enterprises (SOEs) reform has become one of the most critical steps in the development of a market economy. However, the existence of a large number of surplus workers in the SOEs is restricting the progress of enterprise reform (World Bank, 1993). This has called for the important role of the labor market and mobility. The pace of labor market development and mobility has been significantly affected by limited supporting

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employment services and lack of appropriate training programs for new skills (World Bank Report, 1995). In order to establish an improved labor market and promote labor mobility, the Ministry of Labor of P.R.China has implemented a World Bank-assisted Labor Market Development Project. The project involved five pilot municipalities (PMs) including Deyang, Guangzhou, Shaoxing with Zhejiang province, Weifang and Wuhan. The staff development component of the project included overseas training, overseas study tours, local training and local seminars.

Oklahoma State University's (OSU) School of Occupational Education Studies Program (OEdS) is now helping China's Ministry of Labor conduct the three overseas training programs which focus respectively on the labor market information system, instructional and curriculum development, and management of labor market and employment services. Each training program lasts eight (8) weeks on the OSU campus and is attended by seventeen (17) people from China's Ministry of Labor and five Pms. Dr. Ray E. Sanders was the principal investigator and manager of these programs.

The three (3) training programs are being conducted in three (3) consecutive years: 1996, 1997, and 1998. With the joint efforts of OSU's School of OEdS and Office of International Programs, the first training program focusing on labor market information system was completed in December, 1996. The second training program was conducted at OSU during Fall, 1997. This program focused on instructional and curriculum development and promoted an in-depth understanding of vocational curriculum development and implementation, training program evaluation, and management of vocational training funds. OSU has described the detailed schedule of this training program (Appendix A). The third training program, focusing on management of labor

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market and employment services, would be conducted at OSU during Spring, 1998. All the three training programs serve the China's Labor Market Development project and are critical in facilitating smooth project implementation.

Statement of the Problem

The Chinese Ministry of Labor training programs, held at OSU, will play an important role in ensuring smooth and successful implementation of China's Labor Market Development project and, hence, China's economic reforms. Evaluation must be done respectively for each training program to guarantee program quality. Based on the discussions with the first training group and the corresponding program evaluation results, improvement has been made for the second training program. The problem for this study was that OSU and the China MOL did not know how successful the second program has been. The results of this evaluation study will be used to help make decisions about future training program improvements.

Purpose of the Study

The purpose of this study was to evaluate the Chinese Ministry of Labor curriculum development training program, conducted at Oklahoma State University during the Fall, 1997.

Objectives of the Study

The objectives of the study were to conduct the process evaluation of the Chinese Ministry of Labor curriculum development training program at OSU in terms of training

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and trainees' on-campus life. Evaluation of training would focus on: a) instructors; b) courses; c) on-site visits; and d) the learning support system. Evaluation on trainees' on-campus life would entail a review of: a) living arrangements; b) diet; c) transportation; d) spare-time activities; and e) trainees' cultural adjustment.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This study focused on the evaluation of the Chinese Ministry of Labor curriculum development training program held at OSU. Based on the characteristics of the study, three areas were examined in the review of literature: program evaluation, background of China's Labor Market Development project, and cross-cultural training. Within the area of program evaluation, four subtopics were reviewed: a) definition of evaluation; b) purposes of evaluation; c) evaluation models; and d) data collection methods. The review of the background of China's Labor Market Development project was divided into two subtopics: a) China's vocational training ; and b) the Labor Market Development project. The cross-cultural training evaluation included a review of cultural difference and the strategy of conducting cross-cultural training.

Program Evaluation

Evaluation is not a new area. According to Guba & Lincoln (1981), as early as 2200 B.C., the emperor of China initiated formal tests to examine the proficiency of his public officials. The first program evaluation in the United States was Joseph Mayer Rice's study on thirty thousand student's spelling performance in 1897 (Berk, 1981).

Evaluation as it is practiced today has evolved through several forms. The program evaluation has greatly changed since Tyler put forward the need to expand evaluation beyond student testing in 1940 (Worthen & Sanders, 1973). Evaluation was stated as a process of gathering data to make decisions about educational program.

Definition of Evaluation

"Evaluation is a concept broad enough to encompass a variety of viewpoints yet narrow enough to be distinguished from other areas" (Grotelueschen, Gooler, and Knox, 1976, p. 17). Numerous definitions have been given for evaluation. Webster's College Dictionary defines evaluation as "an act or instance that determines or sets the value or amount of" (p. 462). This definition places emphasis on the value aspect of evaluation.

One of the first definitions of evaluation was provided by Ralph Tyler (1949): " The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction" (p. 105-106). Tyler's definition is essentially based on the concept of objectives (Guba and Lincoln, 1989). Cronbach (1963) defined evaluation broadly as a process of collecting and using information to make decisions about an educational program. He put forward three types of decisions for which evaluation is used including course improvement (determining satisfactory instructional materials and methods and the corresponding changes needed); decisions about individuals (deciding the needs of the pupil, judging pupil merit, and making the pupil familiar with his own progress and deficiencies); and administrative regulation (judging the performance of the school system and individual teachers). Paulson (1970) described evaluation as "a process of

examining certain objects and events in the light of specific value stands for the purpose of making adaptive decisions" (p. 1). This definition emphasizes providing useful information to decision makers.

Another similar definition of evaluation was offered by Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman, and Provus (1971), who viewed evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives" (p. 40). This definition most clearly expressed the concept of evaluation as a political decision-making tool which was a common thread throughout several definitions (Berk, 1981).

Provus (1969) placed the emphasis of the evaluation on the identification of discrepancy. He viewed the evaluation as a process of defining program standards, identifying whether a discrepancy exists between where we are now and where we should be, and using discrepancy information to change either performance or program standards.

Various definitions seem to emphasize different aspects in their own circumstances, but there exist some common elements throughout these definitions. Grotelueschen, Gooler, and Knox (1976) summarized that first, most definitions called for descriptions of educational programs; second, most of the definitions recognized the need of making judgments about educational programs; and finally, most definitions of evaluation suggested that evaluation aim to provide important information for those decision-makers of educational programs.

Purposes of Evaluation

Evaluation serves several different purposes. Stufflebeam (1975) stated that

evaluation has two purposes. The first is accountability which refers to the justification

of the value of the program to employers, sponsors, or society. This, according to Scriven

(1973), is summative evaluation. The second is to improve decision making by providing

important information to the program managers. Scriven (1973) called this formative

evaluation. Grotelueschen, Gooler, and Knox (1976) stated that evaluation was

conducted for at least three reasons: to be mandated; to justify what is being done; and to

improve or change a program. A similar statement was provided by Knox (1986) that

program evaluation could be used to make judgments for planning, improvement, or

justification.

Grotelueschen (1980) described several reasons of conducting a program

evaluation:

> to account for funds or resources and monitor compliance with legal regulations
> and guidelines; to document major program accomplishments and examine the
> expedience of program goals; to identify potential participant needs and establish
> program emphases; to ascertain collaboration opportunities and evaluate
> coordination efforts with other institutions and agencies; and to identify program
> weaknesses and assess progress toward stated goals (p. 78-79).

Grotelueschen (1980) summarized these reasons into three categories including

justification or accountability, program improvement, and the planning of a future

educational program.

Tyler (1991) identified six purposes of program evaluation as follows:

> (1) to monitor present programs; (2) to select a better available program to replace
> one now in use that is deemed relatively ineffective; (3) to assist in developing a
> new program; (4) to identify the differential effects of the program with different

populations of students or other clients; (5) to provide estimates of effects and costs in the catalog of programs listed in consumer resource centers; (6) to test the relevance and validity of the principles upon which the program is based (p. 11).

No matter what purpose evaluation serves, the basic goal of any evaluation is to determine the worth of what is being evaluated (Scriven, 1973).

<u>Models of Evaluation</u>

The term *model* has several dictionary meanings. Two meanings of *model* from the Webster's New World Dictionary are relevant to the study: (1) "A generalized description used in analyzing or explaining something" and (2) "Representation of something, serving as plan to construct it" (p. 871). Literature review indicates there are numerous models for program evaluation. Four models were selected to discuss in this study based on the following criteria:

1. being well received;

2. extensively published and/or cited by others;

3. unique from others;

4. applicable to staff development program.

<u>Tyler's (1949) Objectives-Predetermined Approach.</u> Tyler (1949) defined the evaluation as the process of determining how far the educational objectives were actually being realized. He also viewed evaluation as the process of identifying the degree to which the behavioral changes were actually made since educational objectives aimed at producing certain desirable behavior changes of the student.

Based on his conception of evaluation, Tyler (1949) stated that the process of evaluation started with the objectives of the educational program. He emphasized that the educational objectives or behavioral objectives must be defined clearly in order to make

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an evaluation on what degree these objectives were being realized. Definition of objectives is the first and an important step in evaluation.

The second step of Tyler's evaluation approach is to identify the situations which give the student an opportunity to show the behavior indicated by the educational objectives. The evaluation is in a position to observe how far the objectives are actually being realized.

After the objectives have been clearly defined and situations listed, the next step is to examine available evaluation instruments or develop an evaluation instrument. Tyler (1949) said that "It is very necessary to check each proposed evaluation device against the objectives that are being aimed at and to see whether it uses situations likely to evoke the sort of behavior which is desired as educational objective" (p. 113).

The final step in program evaluation is to collect student performance data and compare data with the stated educational objectives.

Tyler suggested that evaluation be conducted at the early part of the educational program as well as at later point to identify changes that may be occurring. He also emphasized that it was necessary to conduct follow-up evaluation after the instruction had been completed. Tyler defined evaluation as a recurring process under which evaluation feedback could be used to modify objectives, and previous evaluation information could be used to further develop plans for assessment.

Stufflebeam's (1971) CIPP Model Stufflebeam's concern with decisions led him to summarize four types of decisions which are respectively *planning decisions, structuring decisions, implementing decisions, and recycling decisions (p.80).* Based on

the four types of decisions, Stufflebeam created the CIPP evaluation model which include

four types of evaluation - context, input, process, and product.

According to Stufflebeam (1971), context evaluation is the most basic type of

evaluation and provides an initial basis for determining objectives. Context evaluation is

conducted to define the environment under which a program will take place, describe the

desired and actual conditions of that environment, determine unmet needs and unused

opportunities, and figure out the constraints and problems underlying those unmet needs

and unused opportunities. "It provides both a basis for control within the system by

continuous monitoring of the system and a basis for change within the designated

environment by identifying unmet needs and unused opportunities" (p. 218). Context

evaluation is mainly systematic and macroanalytic (Stufflebeam, et. al, 1971).

Input evaluation aims to provide information for determining how to utilize

resources to meet program goals. "This is accomplished by identifying and assessing (1)

relevant capabilities of the responsible agency, (2) strategies for achieving program goals,

and (3) designs for implementing a selected strategy (Stufflebeam, et. al, 1971, p. 222-

223). The information from input evaluation helps decide if outside assistance is needed

to meet objectives, how the objectives should be described, what strategy needs to be

adopted, and how to implement the selected strategy. Comparing with context

evaluation, input evaluation is *ad hoc* and microanalytic.

Process evaluation is necessary to conduct when a course of action has been

approved and implementation has begun. Stufflebeam stated three main objectives of

process evaluation - "the first is to detect or predict defects in the procedural design or its

implementation during the implementation stages, the second is to provide information

for programmed decisions, and the third is to maintain a record of the procedure as it occurs" (p. 229). Three strategies to be adopted in process evaluation were described by Stufflebeam as identifying and monitoring continuously possible areas of failure in a project, obtaining specific information for programmed decisions, and describing what actually took place. Stufflebeam also stated four essential components of process evaluation designs including a full-time process evaluator, instruments for describing the process, regular meetings between the process evaluator and program personnel, and continuous modification of the process evaluation design.

Product evaluation aims to measure and interpret achievements at the end of a project as well as during the project. It reports whether the objectives have been achieved. Product evaluation is conducted by "devising operational definitions of objectives, measuring criteria associated with the objectives of the activity, comparing these measurement with predetermined absolute or relative standards, and making rational interpretations of the outcomes using the recorded context, input, and process information" (p. 232). Experimental design is the strategy recommended for conducting product evaluation.

Kirkpatrick's (1996) Four-Step Model Kirpatrick broke evaluation down into four logical steps to equip the evaluation with clear and achievable goals. According to Kirkpatrick (1996), the four steps of evaluation are: reaction, learning, behavior and results. Step one, reaction, is defined as how well the trainees liked training program. This step does not include a measurement of any learning taking place. Five guidelines for reaction evaluation were described by Kirkpatrick (1996) as follows:

1. Determine what you want to find out.

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2. Use a written comment sheet including those items determined in step 1.
3. Design the form so that the reactions can be tabulated and qualified.
4. Obtain honest reactions by making the forms anonymous.
5. Encourage the conferees to write in additional comments not covered by the questions that were designed to be tabulated and quantified (p. 296).

The second step is to evaluate learning that has taken place. Kirkpatrick defined learning as "attitudes that were changed, and knowledge and skills that were learned" (p. 302). He stated that evaluation in terms of learning was much more difficult than that in terms of reaction. The suggested methods for learning evaluation are classroom performance and paper-and-pencil tests.

The third step is to measure behavioral changes. The evaluation procedure is very complicated to measure changes in behavior resulting from training programs. The suggested way is to conduct interviews with the participants.

The final step is to evaluate the objectives of most training programs which can be stated in terms of results. However, it is very difficult to evaluate the results of certain kinds of program. Kirkpatrick (1996) recommended that the first three steps be evaluated first and then go to the result evaluation. Depth interview and mailed questionnaires were suggested as the methods of result evaluation.

Baden's (1982) Six-step Inservice Evaluation Model Baden's model involves a direct systematic method to evaluation. The first step in the evaluation process is to determine measurable evaluation objectives. Once the evaluation objectives are determined and the behaviors to be observed are established, step two will identify appropriate evaluation questions. In order to collect data to answer these evaluation questions, step three is to design, select, and administer appropriate instruments or procedures. Based on step three, step four will analyze the collected data in terms of

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prescribed standards and criteria. Step five aims to disseminate the results to all groups who are involved in the activity. The final step is to make decisions to improve future programs.

In order to effectively implement the model, Baden (1982) developed four characteristics required for this model as follows: (a) The instrumentation must be tied to the program objectives; (b) The evaluation must be effective so that the results can be used in the decision-making process; (c) The evaluation must be cost effective regarding budget, time, and required technology; and (d) The evaluation results must be usable.

Baden also described five evaluation concerns addressed to conduct a workable evaluation program. He stated the five evaluation concerns through five questions:

1. Was the content of the inservice activity informative and useful to the participants?
2. Was the presenter of the inservice activity effective?
3. Did the participants in the inservice activity exhibit the behavior change as defined by the objectives?
4. Did the participants' behavior in their classrooms change as a result of the inservice activity after a period of time?
5. Did the students of the participants change as a result of altered teachers' behavior? (p. 42)

"There is no one simple way to conduct an evaluation for program improvement. Knowing the alternatives will improve the chances that findings will be appropriate and useful" (Deshler, 1984, p. 3).

Data Collection Methods

Knox (1986) viewed the design and procedures for data collection as the core of an evaluation plan. He suggested quantitative and qualitative data be collected from representative samples of participants, instructors, administrators, and the existing

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records. Data collection methods proposed by Knox include *standardized and local tests,*
observation checklists, questionnaires, interview guides, organizational records, and
sometimes evaluation committees (p. 168*)*.

Grotelueschen, Gooler, and Knox (1976) described techniques for collecting data
from people associated with the program as *questionnaires and oppionnaires, interviews,*
observation schedules, active participation reports, standardized tests, rating scales,
behavior analyses, checklists, attitude scales and interaction analyses (p. 53*)*.

Brinkerhoff, Brethower, Hluchyj and Nowakowski (1983) stated that often a
number of data collection methods were useful for obtaining information to answer a
question. Information collection procedures must be practical and give considerations to
time, cost, and interruptions to staff. The authors summarized quantitative and qualitative
data collection procedures in the following tables (Table 1 and Table 2)

Table 1: Quantitative data collection procedures

Procedure	What it Measures or Records
Behavior Observation Checklist	Particular physical and verbal behaviors and actions
Interaction Analysis	Verbal behaviors and interactions
Inventory Checklist	Tangible objects are checked or counted
Judgmental Ratings	Respondent's ratings of quality, effort, etc.
Knowledge Tests	Knowledge and cognitive skills
Opinion Survey	Opinions and attitudes
Performance Tests and Analysis	Job-related and specific task behaviors
Q-Sorts, Delphi	Perceived priorities
Self-Ratings	Respondents rate their own knowledge or abilities
Survey Questionnaire	Demographic characteristics, self-reported variables
Time Series Analysis	Data on selected variables are compared at several time points

(p. 84-85).

Table 2: Qualitative data collection procedures

Procedure	What it Measures, Records
Wear and Tear Analysis	Apparent wear or accumulation on physical objects
Physical Evidence Analysis	Residues or other physical by-products are observed
Case Studies	The experiences and characteristics of selected persons in a project
Interviews, Group or Individual	Person's responses and views
Panels, hearings	Opinions, ideas
Records Analysis	Records, files, receipts
Logs	Own behavior and reactions are recorded narratively
Simulations, "In Baskets"	Persons' behaviors in simulated settings
Sociograms	Preferences for friends work and social relationships
Systems Analysis	Components and subcomponents and their functional interdependencies are defined
Advisory, Advocate Teams	The ideas and viewpoints of selected persons
Judicial Review	Evidence about activities is weighed and assessed

(p. 85-86).

Background of China's Labor Market Development Project

China's economy has made tremendous progress since the policy of reform and opening to the outside world instituted in 1978. With the real Gross Domestic Product (GDP) increasing at an annual average rate of almost 10 percent over the 1986-94 period and double-digit growth again in 1995, China becomes the fastest growing economy in Asia which is the world's fastest growing region (World Bank, 1996). In order to deepen China's economic reform, the reform of the state-owned enterprises (SOEs) became a priority topic in the whole country. However, the existence of a large number of surplus workers in SOEs has seriously blocked the road of enterprise reform (World Bank, 1993). So, it is crucial for these surplus workers to get retraining to acquire skills qualifying them to find alternative employment. The crucial situation placed great demand on the whole country's vocational training and an improved labor market. The world Bank-assisted Labor Market Development Project aims to help improve the performance of China's vocational training and establish an improved labor market.

China's Vocational Training

China's vocational training started with employment training for the unemployed workers in the early 1950s. The various short-term programs for training skilled workers as well as the traditional apprenticeship training were the major training patterns at that time. As time went on, vocational training has been gradually developed into a system with various levels and types of skill training programs. Secondary Technical and

Vocational schools (STSs and SVSs) as well as Skilled Workers Schools (SWSs) play a major role in pre-service training, while in-service training for workers in all the enterprises also gets into rapid development (MOL, 1996).

The rapid growth and structural change of China's economy, together with its SOEs reform, have greatly promoted the development of China's vocational training (World Bank, 1996). According to the MOL (1996), by the end of 1995, there have been 4,521 Skilled Workers schools with 1.98 million students enrolled, 2,600 Employment Training Centers (ETCs) with the annual training capacity of 3 million person times, 20,000 Enterprise Training Centers (ENTCs) with 30 million person times of on-the-job workers being trained annually, and more than 2,000 social entities and private training agencies.

The SWSs, ETCs, and ENTCs are the three major types of institutions that carry out inservice training in China. The SWSs under the general administration of the MOL are managed by central technical bureaus, local labor bureaus and enterprises. The primary function of SWSs is to deliver pre-service training, but many SWSs also offer in-service training programs for mid-level and senior technicians. Facilities, equipment and faculty are shared between pre-service and in-service programs. The SWSs are mainly funded by the government, enterprises, social donation, field work payments and tuition fee. The government investments account for 40 percent of the total annual budget. Of the three types of institutions, the SWSs offer the most structured programs in terms of course content and organization, and have the largest share of long-term courses. The ENTCs are owned and managed by enterprises and deliver courses to meet the training needs of the parent enterprises. Most large and some of the medium-sized enterprises

have their own ENTCs. The ENTCs get their steady funding from the parent enterprises and can utilize the enterprise facilities for practice training and their skilled staff as instructors. But small and some medium-sized enterprises without their own training centers are facing difficulty in meeting skill training needs. Different from the above two types of institutions, ETCs have no formal organizational or financial linkage with enterprises. They are managed by the local labor authorities, such as labor service company (LSC), and deliver courses to meet the training needs of the locality. They finance their own operations with the student tuition as the main source. The training targets are mainly the surplus workers, the unemployed, the township and village enterprise (TVE) workers, and enterprise workers who want to learn new skills or update their existing skills. The ETCs offer the most active short-term training programs which are very responsive to market needs. Many LSCs regard ETCs as one component of their employment services. Concerning admission requirement, most ENTCs have no entrance examinations but require the junior or senior secondary school graduation certificate and sometimes the workshop manager's recommendation. SWSs have similar situation as ENTCs. ETCs require the secondary school graduation certificate and sometimes conduct interviews or administer their own exams (World Bank, 1993).

The graduation rate of the in-service program is about 70 to 80 percent which is lower than that of the pre-service programs (90 to 100 percent). The placement of in-service graduates is higher than 98 percent, because workers are sent to attend the training program by their employers. Some of the workers become self-employed after they finish the ETC course (World Bank, 1993).

The SWSs have well-established curricula developed by professionals within the relevant technical ministries. The curricula have also got input from employers. Similar to SWSs, the curricula of ENTCs are provided by the relevant technical ministries with the exception of some new or temporary program curricula developed by ENTCs themselves. The ETCs adopt the curricula in various ways. Some course contents are provided by their labor bureaus. Many short-term courses have no curricula and are delivered based on individual teacher's class design and instructional materials (World Bank, 1993).

Based on the research conducted, the World Bank(1995, 1996) summarized the strengths and weaknesses of China's vocational education and training as follows.

China's vocational education and training system has a high external efficiency comparing with the situation in most developing countries. Schools have a strong linkage with employers. About two thirds of schools regularly get advice from employers. Graduates can obtain employment immediately after completing schools and are usually promoted with a high percentage. In addition, China has done a good job on the collection of school-based employment information, which is also better than many other countries. The vocational education and training schools regularly collect information about their graduates by sending questionnaires and conducting interviews. Response rate are very high with 95 to 100 percent. Based on the feedback, schools will accordingly make decisions on changes in courses, curricula and syllabi.

Meanwhile, there still exist some weak points in the system which can be characterized by the following (World Bank, 1995, p. 8-9):

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a. *Low Internal Efficiency.* Due to the lack of physical facilities, consumable materials and the shortcomings in curricula design and instructional management, workshops and laboratories are utilized inadequately. In many institutions, the instructional staff have very low teaching hours per week. This can be considered an inefficient use of skilled human resources.

b. *Serious Resource Limitations.* Vocational education costs more than general education. With the very limited cost-recovery, schools and institutions mainly depend on the funding from the government or enterprises. Currently there exists serious resource limitations for the purchase of equipment, instructional materials and consumable materials for practice training. The limitation has led to the low internal efficiency.

c. *Limited Industrial Experiences of Teaching Staff.* The teaching staff are too academic and lack industrial experience and the relevant technical skills. The teaching methods are outdated and need to be upgraded. The teachers need to receive the relevant training on how to use effective techniques suitable for VTET, such as audio-visual and computer-based teaching techniques, other than the traditional classroom lectures and limited demonstrations.

d. *Inadequate Instructional Material, Curriculum, and Teaching Methods.* This is particularly reflected in the in-service training programs. In China, inservice programs have no specific curricula and textbooks and frequently use the course content and textbooks offered in preservice programs. Given the different course duration and student characteristics between preservice and inservice programs, the lack of high-quality

curricula and instructional materials has seriously affected the quality of the inservice delivery.

e. *Uncertain External Efficiency* External efficiency looks high as indicated by the high percentage of graduates finding employment and continuous exchange of views among the training institutions, employers, and government. However, this may be aroused by a serious shortage of most types of skilled worker, or the government's policy on full employment. With the establishment of an improved labor market, more conventional measures of external efficiency may be applied.

f. *Inadequate Management, Planning, and Coordination* Formal and informal links have been established between each types of training institution and the enterprise, industry, or district it serves. However, on a sector-wide basis, there is a notable lack of coordination between employers and government and the three different types of training institutions.

The Chinese government has fully realized the main problems existed in China's vocational training system and are working on a tight schedule to conduct reform in this area. The main thrusts of reform as undertaken by the government include developing an efficient, market-responsive skill training system, introducing competition mechanism in the training market, actively developing the channels of collecting the fund for vocational schools and training agencies, improving the quality of the teaching staff by strengthening staff development programs, strengthening the development of teaching materials and curriculum, and reinforcing management, planning and coordination mechanism on a sector wide basis (National People's Congress of P.R.China, 1996; World Bank, 1995).

The Labor Market Development Project

The Labor Market Development Project was originally named "Vocational Training and Labor Market Development Project". This World Bank-assisted project was launched in February 1994 by the MOL. Based on several criteria, the MOL and the World Bank selected five pilot municipalities (PMs) as the project implementation units. The five PMs include Deyang city of Sichuan province, Guangzhou city of Guangdong province, Shaoxing city of Zhejiang province, Weifang city of Shandong province, and Wuhan city of Hubei province.

The project would play an active role in creating an enabling environment for SOE reforms and promoting China's transition to a market economy. According to the World Bank (November 21, 1995), the project aims to:

a) support policy and legal reforms to facilitate the development of functioning labor markets and promote urban labor mobility;
b) improve the delivery of labor market services, and training to facilitate the redeployment of, surplus workers in SOEs, the unemployed, and rural-to-urban migrant labor and thus increase labor productivity and mobility; and
c) enhance the institutional capacity of project implementing agencies with a view to promoting market-based services (p. 18).

The project consists of four components including *Policy and Legal Reform, Labor Market Services, In-Service Vocational Training, and Institutional Development* (World Bank, 1995, p. 20-23). Vocational training and labor market development as well as the introduction of new training financing mechanism in the project would require considerable staff training and institutional capacity building. Hence, under the component of institutional development, overseas training and study tours as well as local training were arranged for selected project staff from MOL and PMs to learn from the

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experiences of other countries. The project designed three overseas training programs which respectively focus on labor market information system, curriculum development, and management of labor market and employment services. The School of Occupational Education Studies (OEdS) of OSU was recruited to sponsor these three training programs.

The First Training Program Evaluation

The first China MOL training program focusing on the labor market information system was completed at OSU in the Fall of 1996. Seventeen people including two interpreters from the Chinese MOL and the municipalities of Deyang, Guangzhou, Shaoxing, Weifang, and Wuhan attended the training program. An evaluation was conducted accordingly to see how successful this program has been. According to Yeh (1997), 76.47% of the seventeen trainees were males while 23.52% were females. Two people (11.76%) were 24 and under, ten people belonged to the age group of 25 to 40 years old, and the remaining five people (29.41%) were between 41 and 55 years old. Concerning the education background of the trainees, four people (25%) possessed an associate degree, ten people (62.50%) possessed a Bachelor degree, two people (12.50%) had a graduate degree, and one people did not respond.

On a five-point scale, one point represents "strongly disagree" while five points represent "strongly agree". The mean value of trainees' satisfaction with the instructors was 3.96. The trainees appreciated the instructors' positive attitudes toward them. They also agreed that the instructors made great efforts on teaching and were concerned about the trainees' achievement during the process of the training.

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The courses received the mean score of 3.34. The trainees reflected that the training program was valuable to them (mean=3.59). They agreed that the training program arranged appropriate workload (mean=3.53) and relevant and useful assignments (mean=3.35). They were overall satisfied with the training courses.

The trainees were very satisfied with the living arrangement which could be supported by the trainees' satisfaction mean score of 4.03. The trainees reported that the living conditions in the university apartment were comfortable. They felt safe and had adequate privacy when living in the university apartment.

The transportation gained the mean value of 4.20 which indicated that the trainees were very satisfied with the arrangement of the transportation. The trainees agreed that the transportation was convenient to them. They felt safe and comfortable in the transportation van (mean=4.29).

The trainees were satisfied with their social life during the training program, which could be supported by the mean value of 3.73 for this category. They were satisfied about their relationship with the instructors and other trainees. They felt comfortable to discuss the problems they faced during the training program with somebody in their group.

The mean value of 3.49 was given to trainees' cultural adjustment. The trainees realized that Chinese cultural values were different from American cultural values. They believed that American people had positive attitudes toward China and the Chinese culture. The trainees were willing to make cultural adjustment when living in a country which has a different culture from theirs.

Generally, the trainees were satisfied at the first training program with their overall average mean rating of 3.79 to the program.

Cross-cultural Training

Thiederman (1988) stated that a trainee's cultural habits, values, and traditions could greatly influence the effectiveness of a training program. The trainers of cross-cultural training programs need to understand the cultural differences of the teaching targets and adopt the corresponding teaching strategies to gain the effective training result.

Cultural Difference

"Culture is the sum total of ways of living; including values, beliefs, esthetic standards, linguistic expression, patterns of thinking, behavioral norms, and styles of communication which a group of people has developed to assure its survival in a particular physical and human environment" (Pusch, 1979, p. 3).

Harris and Moran (1987) said that there existed significant differences among different cultures and culture differences could alter communication symbols and meanings even when people spoke the same language. They made a comparison of cultural differences between East Asian countries and the United States of America in a table as follows:

Table 3:   A Comparison of Cultural Differences

East Asian Countries	United States of America
Equity is more important than wealth.	Wealth is more important than equity
Saving and conserving resources is highly valued.	Consumption is highly valued, awareness for conservation is growing.
Group is the most important part of society and is emphasized for motivation.	Individual is the most important part of society and the person is emphasized for motivation, although team emphasis is growing.
Cohesive and strong families and ties often extent to distant relatives-even the nation and its leaders. Relationship society with strong network of social ties.	Nuclear and mobile family. Experimentation with new home/housing/commune living communities of non-relatives. Fluid society that de-emphasizes strong, social ties.
Highly disciplined and motivated workforce/societies.	Decline in the "Protestant work ethic" and hierarchy.
Education is an investment in the prestige and economic well-being of the family.	Education is an investment in personal development/success.
Protocol, rank, and status is important.	Informality and competence is important.
Personal conflicts are to be avoided-e.g., few lawyers.	Conflict is energy, to be managed-many lawyers.
Public service is a moral responsibility	Distrust of big government and bureaucracy.

Besides the characteristics stated in the column of East Asian countries, more characteristics of the Chinese culture can be found in the literature. Solnim (1991) summarized the Chinese traditions and values as follows:

Harmony: Because of the concept of Confucianism, it is very important for the Chinese people to keep harmony and good relations with each other. The Chinese people usually avoid direct confrontation, saying "no" and expressing anger to prevent hurting someone's feelings.

"Saving Face": It is intolerable to embarrass oneself or shame the family.

Filial Piety: It refers to the devotion of children to their parents. The relationship between parents and children is very important. The parents' word is absolute.

Proper Form: It is appropriate to openly express love and affection only with infants.

Communication Style: Communication is indirect and formal. Directness may lead to disagreement, confrontation, and loss of face and is hence avoided.

Some of the characteristics of the Chinese culture described by Morrison, Conaway and Borden (1994) are as follows:

Cognitive Styles: The Chinese usually process information through subjective perspective, such as from their past experiences.

Greetings: Although handshakes are common, the Chinese just nod or bow slightly when greeting another person. The Chinese people greet the visitors with applause as a sign of welcome. The appropriate response is to applaud back.

Gestures: The Chinese people do not like to use their hands when speaking. They do not like to be touched by strangers. It is particularly important when dealing with older people or people holding important positions. When pointing, it is more polite to use an open hand instead of using one finger.

Cross-culture Training Strategy

After understanding different culture and learning styles, the trainers of the cross-cultural training programs need to adopt the corresponding strategy to improve the effectiveness of the program. Through the literature review, the relevant strategies in the following aspects were suggested:

1. Establishing an culturally unbiased educational environment. "The educational environment can greatly influence the self-worth of an adult learner depending on how that individual perceives his/her treatment and acceptance within a classroom or program" (Dennett, 1995, p. 29). Cultural biased situation may affect the trainee's self-esteem. Denneet (1995) made the following suggestions trainers can use to build an enabling environment.

    a   Gain awareness of different cultures

    b   Inform foreign students individually of the services available to them for assistance.

    c   Employ appropriate teaching methods and suitable attitudes towards multicultural students.

    d   Offer preparatory classes to help foreign students understand some of the cultural differences they encounter.

2. Developing multicultural curriculum. Howe and Lisi (1995) stated that it was important to develop a curriculum that was multicultural. They presented a process for developing a multicultural curriculum. The process consists of four stages as follows;

    a   Awareness. Only after trainers examine their belief sets including their biases and prejudices, can they hope to do anything about valuing diversity in education.

    b   Knowledge of Cultures. Trainers need to commit to expanding their knowledge base about people with different culture. The knowledge base includes knowledge of beliefs and values, communication and interaction patterns, histories, attitudes, and behaviors.

    c   Skill Development. Trainer need to learn new skills to communicate effectively with foreign students, such as learn how to intercept statements and actions that are prejudicial.

    d   Action Planning. After trainers gain greater awareness, increased knowledge bases, and new skills, they need develop and implement action strategies for a multicultural curriculum.

3. Paying attention to nonverbal communication. Regarding cross-cultural training, 70-90 percent of communication was shown to be nonverbal (Thiederman, 1988; Aguilar & Stokes, 1996). Nonverbal communication becomes especially important to trainers who deal with trainees with poor English. For instance, the Chinese students do not like to tell teachers that they do not understand the teacher's information because of being afraid of losing face and hurting the

teacher's feeling. So, when Chinese trainees show no expression, it means they do not understand.

4.   Using appropriate communication styles. According to Aguilar and Stokes (1996) and Thiederman (1988), using appropriate communication styles that both trainee and trainer feel comfortable, and using suitable intonation and tone of voice can minimize cultural misunderstanding and help the trainer's instruction. Concerning the Chinese MOL training program at OSU, it is very important for the instructors to speak clearly in the class and give enough time to the class translation to ensure the training effectiveness.

Summary

The literature review was conducted concerning program evaluation, the background of China's Labor Market Development project, and cross-cultural training. Literature review indicated that there were various definitions and purposes of program evaluation, but the basic goal of the evaluation was to help make decisions by providing important information. Selected program evaluation model and data collection methods were also reviewed in this chapter.

The review on the background of China's Labor Market Development project sought to provide a better understanding about the Chinese Labor Market Development project and its three MOL training programs held at OSU.

The review of literature on cross-cultural training helped establish the framework of cross-cultural training program. The topic of cultural difference was reviewed including the comparison between the culture of Asian countries and that of the United

States as well as the characteristics of the Chinese culture and learning styles. Cross-

cultural training strategies were also reviewed in this chapter.

CHAPTER III

METHODOLOGY

Introduction

The purpose of the study was to evaluate the Chinese Ministry of Labor curriculum development training program conducted at Oklahoma State University in 1997 based on trainees' reactions to the program. This chapter provides an introduction about the population of the research, scope of research, instrument, data collection procedures, data analysis and location of research.

Population

The population for this study included all 17 trainees from China's Ministry of Labor (MOL) and five PMs which are Deyang, Guangzhou, Shaoxing, Weifang, and Wuhan city. The detailed demographic information will be described in the research findings.

Scope of the Research

The research was designed to conduct a comprehensive evaluation on the Chinese MOL curriculum development training program at OSU in terms of training and trainees' on-campus life. Data about training was to be collected in terms of: a) instructors; b)

courses; c) on-site visits; and d) the learning support system. Data regarding on-campus life would focus on: a) living arrangements; b) diet; c) transportation; d) spare-time activities; and e) trainees' cultural adjustment.

Instrument

The questionnaire was used to collect data about trainees' reactions to the training programs. The researcher developed the questionnaire based on Trainee Satisfactory Inventory (Yeh, 1997) used for the first training program at OSU, Example of Student Opinionnaire (Finch & Crunkilton, 1993), and the Intercultural Interaction and Cross-cultural Adjustment Survey (Guan, 1996). The questionnaire was also based on the uniqueness of the training program. The questionnaire (Appendix B) is an open-ended questionnaire and consists of four general parts which are Demographic Information, Training, On-campus Life, and General Reactions. Under Training, there are four categories including a) instructors; b) courses; c) on-site visits; and d) the learning support system. Five categories are covered in trainees' on-campus life including: a) living arrangements; b) diet; c) transportation; d) spare-time activities; and e) trainees' cultural adjustment.

The questionnaire was reviewed by a group of experts who included Dr. Ray E. Sanders, Dr. Kenneth McKinley, and Dr. James Key. They are experts in the field of training and education and are knowledgeable on the development of questionnaires. Based on the experts' feedback, the questionnaire was modified. The researcher translated the questionnaire into Chinese. The Chinese version of the questionnaire was included in Appendix C. Then, the questionnaire was distributed to four OSU Chinese

graduate students to check its readability. The four Chinese students were asked whether they could understand all the questions after they read the questionnaire. The four Chinese students were also asked to check the accuracy of questionnaire translation.

Data Collection Procedure

The data was collected by using a face-to-face questionnaire survey. The researcher scheduled a training session period with the program administrator and distributed the questionnaire to all the 17 trainees. The researcher explained the problem, purpose and the objectives of the study to all Chinese trainees. The questionnaire answering was based on a voluntary basis. The author emphasized that trainees' feedback of the questionnaire would be strictly kept confidential. The researcher was in the class during the whole face-to-face survey process.

Data Analysis

Microsoft Excel Software was used as the tool for data analysis and the results would be displayed as descriptive statistics which is to describe information or data through the use of numbers. The percentage, frequency, mean score, and the standard deviation were used for this study.

Location of Research

The research was conducted at Oklahoma Sate University in Stillwater during September - December, 1997.

CHAPTER IV

RESEARCH FINDINGS

Introduction

The purpose of this study was to evaluate the Chinese Ministry of Labor curriculum development training program conducted at Oklahoma State University during the Fall, 1997. The face-to-face questionnaire survey was used to collect trainees' feedback about this training program. The responses were received from all seventeen Chinese trainees including one interpreter. This chapter presented the findings of the questionnaire survey.

The responses were collected in terms of four major parts including demographic information, training, on-campus life, and trainees' general comments about the training program. Evaluation of the training part focused on: a) instructors; b) quality of courses; c) on-site visits; and d) the learning support system. Evaluation of trainees' on-campus life entailed a review of: a) living arrangements; b) diets; c) transportation; d) spare-time activities; and e) trainees' cultural adjustment. There were three questions in the last part of the questionnaire which asked for trainees' general comments about the training program. The three questions were: a) what did you like best about this training program? b) what did you like least about this training program? c) any additional comments or suggestions.

Demographic Information

The 17 trainees came from the Chinese Ministry of Labor (MOL) and five cities'
Labor Bureau (LB), Employment Training Center (ETC), and Skilled Worker's School
(SWS). Twelve of them (70.59%) were from the MOL and municipal LB and were
mainly responsible for the World Bank-assisted Labor Market Development project while
5 of them (29.41%) came from municipal ETC and SWS. Of the seventeen trainees, four
were females (23.53%) and thirteen were males (76.47%). All of them (100%) were
married. Six people (35.29%) belonged to the age group of 25 to 40 years old, while the
remaining eleven people (64.71%) were between 41 and 55 years old. Ten people
(58.82%) possessed an associate degree, five people (29.41%) possessed a Bachelor
degree, one person (5.88%) possessed a graduate degree, and one person (5.88%)
possessed the other degree but no specific information was given. More than fifty two
percent of the trainees (9 people) had overseas living or working experiences while
47.06% (8 people) had no any such kind of experiences. The trainees judged their
English proficiency by themselves. Concerning the level of their spoken English
proficiency, eleven people (64.71%) were poor, four people (23.53%) were fair, and one
people (5.88%) was good. For the level of their written English proficiency, eight people
(47.06%) were poor, seven people (41.18%) were fair, and one people (5.88%) was good.
Table 4 indicates the demographic information of the training group.

Table 4

Demographic Information
(n=17)

Item	n	%
Gender		
Female	4	23.53%
Male	13	76.47%
Age Group		
24 and under	0	0%
25-40	6	35.29%
41-55	11	64.71%
56 and over	0	0%
Marital Status		
Single	0	0%
Married	17	100%
Other	0	0%
Highest Education Level		
High School	0	0%
Associate Degree	10	58.82%
Bachelors	5	29.41%
Graduate	1	5.88%
Other	1	5.88%
Overseas Living or Working Experiences		
Yes	9	52.94%
No	8	47.06%
Level of English Proficiency		
Spoken		
Poor	11	68.75%
Fair	4	25%
Good	1	6.25%
Excellent	0	0%
No response	1	
Written		
Poor	8	50%
Fair	7	43,75%
Good	1	6.25%
Excellent	0	0%
No response	1	

Feedback on Training

Feedback on training centered in four areas: a) instructors, b) courses, c) on-site visits, and d) the learning support system. Figure 1 shows the trainees' feedback on the training. On a five-point scale, large mean score represents high level of the agreement. One point equals to "strongly disagree" while five points equal to "strongly agree".

The highest mean value (3.81) went to the learning support system. On-site visits received the mean value of 3.50. The mean value of instructors and courses were respectively 3.29 and 3.24. The overall average mean score of this part was 3.46.

Figure 1. Feedback on Training
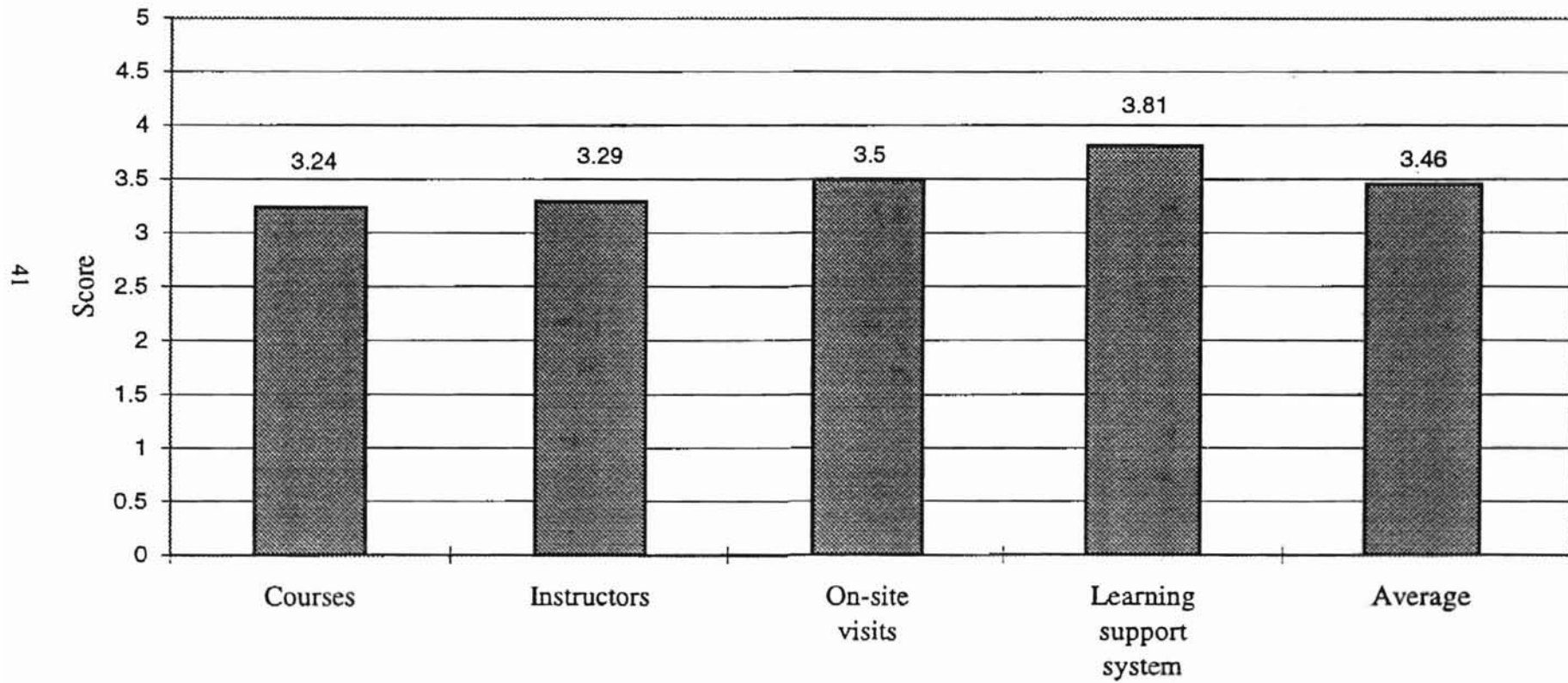
Instructors

The responses to the instructors were illustrated in Table 5. On a five-point scale, large mean score indicates high level of agreement. One point represents "strongly disagree" while 5 points represent "strongly agree". The average mean value of this category was 3.29. The question "Instructors had positive attitudes toward trainees" received the highest mean value which was 3.94. The standard deviation of the responses to this questions was 1.3725, a little higher than those of the other questions' responses. "Instructors gave enough time for interpretation" also got higher mean value of 3.71. The mean value of the question "Instructors were knowledgeable about their subjects" was 3.38 which ranked the third in this category. The lowest mean value (2.82) was given to the question "Instructors were well prepared before they came to class" with the standard deviation of 1.1571.

Courses

Table 6 shows trainees' feedback on the courses they took. On a five-point scale, large mean value represents high level of agreement. One point represents "strongly disagree" while five points represent "strongly agree".

The average mean value of this category was 3.24. "The courses were valuable to me" got the highest mean value of 3.65 with the standard deviation of 0.9919. It was followed by "The instructional materials helped me achieve the training package objectives" which received the mean value of 3.47. The mean value of "The language translations were good" was 3.29. The lowest mean value of 2.76 went to "The courses met with the original training need" with the standard deviation of 1.1331.

Table 5

Feedback on Instructors
(n=17)

Item	Mean*	SD**
Enough instructors were arranged for the training program.	3.06	0.8269
Instructors were knowledgeable about their subjects.	3.38	1.1504
Instructors presented subject matter clearly.	3.18	1.1375
Instructors gave enough time for interpretation.	3.71	1.0192
I liked the way that I was instructed.	3.18	0.8178
Instructors were well prepared before they came to class.	2.82	1.1571
Instructors had positive attitudes toward trainees.	3.94	1.3725
Instructors were concerned about my achievement of the training program.	3.12	0.9944
Instructors had high commitment to teaching.	3.18	1.0217

*   On a five-point scale, 1=strongly disagree, 3=neutral, 5=strongly agree.
**   standard deviation.

Table 6

Feedback on Courses
(n=17)

Item	Mean*	SD**
The courses met with the original training need.	2.76	1.1331
I learned a lot from the courses.	3.24	0.8508
The workload was appropriate for the training program	3.18	1.1375
Assignments were relevant and useful.	3.12	1.0554
The instructional materials helped me achieve the training package objectives.	3.47	1.0338
The language translations were good.	3.29	0.8825
The courses were valuable to me.	3.65	0.9919

*   On a five-point scale, 1=strongly disagree, 3=neutral, 5=strongly agree.
**   standard deviation.

On-site visits

Trainees' feedback on on-site visits was illustrated in Table 7. On a five-point scale, large mean score indicates high level of agreement. One point represents "strongly disagree" while five points represent "strongly agree".

The average mean value of this category was 3.50. The question "The transportation vans for on-site visits were satisfactory" gained the highest mean value of 4.00 with the standard deviation of 1.1995. The second high mean value (3.53) went to "I

was satisfied with on-site visits of the training program". The mean value of 3.41 was

respectively given to "The visited agencies were well prepared of the visits" and "On-site

visits were interesting". "The visits helped me gain more professional experiences"

received the mean value of 3.35. The lowest mean value of this category was 3.29 which

was given to "On-site visits were complimentary to the course work" with the standard

deviation of 1.1309.

Table 7

Feedback on On-site Visits
(n=17)

Item	Mean*	SD**
On-site visits were complimentary to the course work.	3.29	1.1309
The visits helped me gain more professional experiences.	3.35	1.3072
The visited agencies were well prepared for the visits.	3.41	1.2304
On-site visits were interesting	3.41	1.3281
The transportation vans for on-site visits were satisfactory.	4.00	1.1995
I am satisfied with on-site visits of the training program.	3.53	1.1175

* On a five-point scale, 1=strongly disagree, 3=neutral, 5=strongly agree.
** standard deviation.

The Learning Support System

Table 8 shows trainees' feedback on the learning support system. On a five-point

scale, large mean value indicates high level of agreement. One point represents "strongly

disagree" while five points represent "strongly agree".

The average mean value of this category was 3.81 which ranked the first in the segment of trainees' feedback on training. The highest mean score of 4.00 went to "I liked the university library" with the standard deviation of 1.2505. It was followed by "I was satisfied with the overall classroom conditions (lighting, heating, space, etc)" with the mean score of 3.82. The mean value of "I felt I was in a pleasant learning environment" was 3.76. The lowest mean value of 3.65 was given to "Advanced teaching equipment was available for the class" with the standard deviation of 0.9919.

Table 8

Feedback on the Learning Support System
(n=17)

Item	Mean*	SD**
I was satisfied with the overall classroom conditions (lighting, heating, space, etc.)	3.82	1.0718
Advanced teaching equipment was available for the class.	3.65	0.9919
I liked the university library.	4.00	1.2505
I felt I was in a pleasant learning environment.	3.76	1.2120

*   On a five-point scale, 1=strongly disagree, 3=neutral, 5=strongly agree.
**   standard deviation.

Feedback on Trainees' On-campus life

Feedback on trainees' on-campus life entailed a review of : a) living

arrangements; b) transportation; c) diet; d) spare-time activities; and e) trainees' cultural

adjustment. Figure 2 shows the feedback on trainees' on-campus life. On a five-point

scale, large mean value represents high level of agreement. One point indicates "strongly

disagree" while five points indicate "strongly agree".

The highest mean score of 4.10 went to "living arrangements". It was followed

with the mean score of 4.05 which the "transportation" received. The mean scores of

"diet" and "culture adjustment" were respectively 3.93 and 3.77. The lowest mean score

of 3.50 was given to "spare-time activities". The overall average mean score of this part

was 3.87.

Figure 2. Feedback on Trainees' On-campus Life
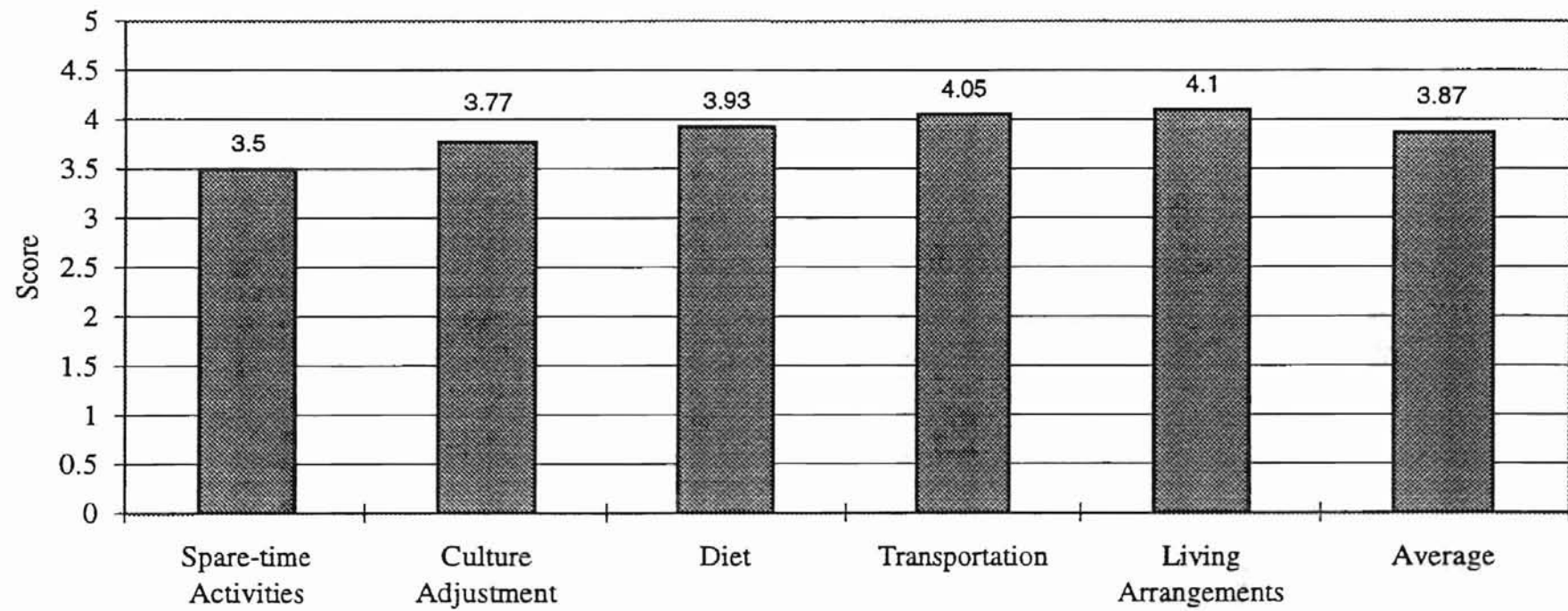
Living Arrangements

Trainees' feedback on living arrangements was reflected in Table 9. On a five-point scale, large mean value represents high level of agreement. One point equals to "strongly disagree" while five points equal to "strongly agree".

The average mean value of this category was 4.10 which ranked the first in the segment of trainees' on-campus life. The highest mean value of 4.35 was received by "I felt safe in the university apartment" while its standard deviation was 1.4209. The second rank belonged to "The noise level in the university apartment was acceptable" with the mean score of 4.29. The question "On-campus living environment was pleasant" got the mean value of 4.24. The lowest mean value of 3.65 went to "Kitchen utilities were satisfactory" with the standard deviation of 1.2181.

Transportation

Table 10 reflects trainees' feedback on transportation. On a five-point scale, large mean value represents high level of agreement. One point equals to "strongly disagree" while five points equal to "strongly agree".

The average mean value of this category was 4.05 which ranked the second in the segment of trainees' on-campus life. "I felt safe in the transportation van" gained the highest mean value of 4.41 with the standard deviation of 1.5244. The lowest mean value of 3.71 was given to "The transportation system was convenient for me" with the standard deviation of 1.2899.

Table 9

Feedback on Living Arrangements
(n=17)

Item	Mean*	SD**
Living conditions in the university apartment were comfortable.	4.18	1.3616
Kitchen utilities were satisfactory.	3.65	1.2181
I felt safe in the university apartment.	4.35	1.4209
The noise level in the university apartment was acceptable.	4.29	1.4014
On-campus living environment was pleasant.	4.24	1.3356
I liked the place I lived in.	3.88	1.2057

*   On a five-point scale, 1=strongly disagree, 3=neutral, 5=strongly agree.
**   standard deviation.

Table 10

Feedback on Transportation
(n=17)

Item	Mean*	SD**
The transportation system was convenient for me.	3.71	1.2899
I felt comfortable in the transportation van.	4.00	1.2955
I felt safe in the transportation van.	4.41	1.5244
I was satisfied with the transportation arrangement.	4.06	1.3670

*   On a five-point scale, 1=strongly disagree, 3=neutral, 5=strongly agree.
**   standard deviation.

Diet

Table 11 indicates trainees' feedback on diet. On a five-point scale, large mean value represents high level of agreement. One point equals to "strongly disagree" while five points equal to "strongly agree".

The average mean value of this category was 3.93. The highest mean value of 4.12 was gained by "The diet here was comfortable" with the standard deviation of 1.2445. The mean value of 3.94 was respectively received by "I could get the condiments to cook Chinese food" and "I was satisfied with the diet here". The lowest mean value of 3.71 was given to "The price of groceries was affordable" with the standard deviation of 0.9559.

Table 11

Feedback on Diet
(n=17)

Item	Mean*	SD**
The diet here was comfortable.	4.12	1.2445
The price of groceries was affordable.	3.71	0.9559
I could get the condiments to cook Chinese food.	3.94	1.3262
I am satisfied with the diet here.	3.94	1.1764

* On a five-point scale, 1=strongly disagree, 3=neutral, 5=strongly agree.
** standard deviation.

Spare-time Activities

Trainees' feedback on spare-time activities was shown in Table 12. On a five-point scale, large mean value represents high level of agreement. One point equals to "strongly disagree" while five points equal to "strongly agree".

The average mean value of this category was 3.50. "I was satisfied with the university sports facilities" obtained the highest mean value of 4.35 with the standard deviation of 1.5063. The second high level of agreement went to "I had enough spare time activities" with the mean score of 3.76. "Overall, I enjoyed my spare-time life" received the mean value of 3.35. The mean value of "My spare time life was not boring" was 3.12. The lowest mean value of 2.94 was given to "Watching TV brought me pleasures" with the standard deviation of 1.2037.

Table 12

Feedback on Spare-time Activities
(n=17)

Item	Mean*	SD**
I had enough spare time activities.	3.76	1.2625
My spare-time life was not boring.	3.12	1.0554
I was satisfied with the university sports facilities.	4.35	1.5063
Watching TV brought me pleasures.	2.94	1.2037
Overall, I enjoyed my spare-time life.	3.25	1.0411

*   On a five-point scale, 1=strongly disagree, 3=neutral, 5=strongly agree.
**   standard deviation.

Culture Adjustment

Trainees' feedback on culture adjustment was reported in Table 13. On a five-point scale, large value reflects high level of agreement. One point illustrates "strongly disagree" while five points indicates "strongly agree".

The average mean value of this segment was 3.77. The highest mean score of 3.88 went to both "It is important to learn how to be happy living in a culture with a world view different from mine" and "I tried to understand Americans' ways of doing things" with the same standard deviation score of 1.0387. The lowest mean value of 3.65 was given to both "I made the necessary adjustments to the Americans' ways of living" (s=0.9919) and "My stay in the U.S. positively affected my view of Chinese culture" (s=1.0530).

Table 13

Feedback on Culture Adjustment
(n=17)

Item	Mean*	SD**
Chinese cultural values are different from American cultural values.	3.82	0.8797
My stay in the U.S. positively affected my view of American culture.	3.71	0.9559
My stay in the U.S. positively affected my view of Chinese culture.	3.65	1.0530
It is important to learn how to be happy living in a culture with a world view different from mine.	3.88	1.0387
I tried to understand Americans' ways of doing things.	3.88	1.0387
I made the necessary adjustments to the Americans' ways of living.	3.65	0.9919

*   On a five-point scale, 1=strongly disagree, 3=neutral, 5=strongly agree.
**   standard deviation.

General Comments from Trainees

The last part of the questionnaire was designed to obtain trainees' general comments on the whole training program so as to get qualitative data as well as quantitative data. Three questions were asked in this part. Each trainee's original comments were translated into English by the researcher and included in Appendix D. The summarized comments were reported as the follows.

Concerning the first question "What did you like best about this training program?", the following comments were obtained: a) CBE concept (n=8, 47.06%); b) the visits of the vocational technology centers, Oklahoma State Curriculum Instructional Material Center (CIMC), and one-stop employment office (n=5, 29.41%); c) the lectures given by Dr. Lynna Ausburn and Mr. Conrad Evins (n=4, 23.53%); d) the topic on teaching material development (n=2, 11.76%); e) occupational information system and vocational skill training (n=2, 11.76%); f) being invited to the professor's (Dr. Ray E. Sanders) house (n=1, 5.88%). g) the topic on the role and applications of the Internet in vocational training and employment services (n=1, 5.88%); h) computer lab exercises on computer software operations (n=1, 5.88%); i) the advanced facilities used for instructional material development (n=1, 5.88%); and j) living arrangements (n=1, 5.88).

With regard to the second question "What did you like least about this training program?", the following comments were drawn from trainees: a) the topic of long-distance learning (n=5, 29.41%); b) some instructors' poor presentations and their careless attitudes toward teaching (n=3, 17.65%); c) inadequate computer lab exercises on

computer software operations (n=2, 11.76%); d) the attendance of the telecommunication class in Tulsa arranged at the weekend (n=2, 11.76%); e)some irrelevant courses (n=1, 5.88%); f) the basic introduction of the computer system (n=1, 5.88%); and g) the lack of the Chinese version of the teaching materials and one Chinese instructor (n=1, 5.88%).

For the third and last question "Any additional comments or suggestions?", the trainees put forward several additional comments and suggestions which were detailed in Appendix C. The comments and suggestions were summarized as follows: a) add more computer lab exercises on computer software operations (n=5, 29.41%); b) reduce the times of changing the training schedule (n=4, 23.53%); c) deliver more in-depth information instead of the general introduction (n=3, 17.65%); d) arrange some instructors who have the knowledge about China's vocational training and labor market and know how to teach for the training program (n=2, 11.76%); e) avoid the duplicated teaching contents of the training program (n=2, 11.76%); f) arrange more visits to the training centers and employment offices (n=1, 5.88%); g) the interpreter for the group should pay attention to give clear language translations (n=1, 5.88%); and h) arrange traveling tours during the weekend (n=1, 5.88%).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The previous chapter reported the research findings category by category. This

chapter provides a summary of research findings and the conclusions drawn from the

findings. Recommendations for the future training program will be presented in the last

part of this chapter.

Statement of the Problem

The Chinese Ministry of Labor training programs, held at OSU, play an important

role in ensuring smooth and successful implementation of China's Labor Market

Development project and, hence, China's economic reforms. Evaluation must be done

respectively for each training program to guarantee program quality. The second training

program was completed during Fall, 1997 at OSU. The problem for this study was that

OSU and the China MOL did not know how successful this program has been. The

results of this evaluation study will be used to help make decisions about future training

program improvements.

Objectives of the Study

The objectives of the study were to conduct an evaluation of the Chinese Ministry

of Labor curriculum development training program at OSU in terms of training and

trainees' on-campus life. Evaluation of training would focus on: a) instructors; b) courses; c) on-site visits; and d) the learning support system. Evaluation on trainees' on-campus life would entail a review of: a) living arrangements; b) diet; c) transportation; d) spare-time activities; and e) trainees' cultural adjustment.

Research Methodology

A questionnaire survey was completed by all seventeen trainees of this training program. The questionnaire includes four parts which are respectively general information, training, trainees' on-campus life, and general reactions. There are several sub-categories under each part based on what needs to be evaluated.

Summary of Findings

The seventeen trainees came from the Chinese Ministry of Labor (MOL) and five cities' Labor Bureau (LB), Employment Training Center (ETC), and Skilled Worker's School (SWS). 64.71% of them belonged to the age group of 41 to 55 years old while 35.29% were between 25 to 40 years old. 52.94% of the trainees had overseas living or working experiences while 47.06% had none. Most of them had poor English, which can be reflected by the fact that 64.71% of them had poor level of spoken English proficiency and 47.06% had poor written English.

On a five-point scale, large mean value indicates high level of agreement. One point equals to "strongly disagree" while five points equal to "strongly agree". The overall mean value of the training was 3.46 while trainee' on-campus life received the overall mean value of 3.87. Within training part, the learning support system got the highest mean value of 3.81 while the courses received the lowest mean value of 3.24.

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Concerning trainees' on-campus life, the highest mean score of 4.10 was given to living arrangements while the lowest mean value of 3.50 was received by spare-time activities.

The last part of the questionnaire was designed to collect qualitative data from trainees. Three questions were asked to obtain trainees' comments and suggestions. The trainees reflected what they liked best and least about this training program. They also put forward their additional comments and suggestions. The trainees' reactions were summarized in the previous chapter. Their original opinions were translated into English by the researcher and included in Appendix D.

Conclusions

The trainees were basically satisfied with the training conducted at OSU which could be supported by the overall mean value (3.46) of trainees' feedback on training. Of the training package, the learning support system received the highest mean score of 3.81. The trainees liked the university library (mean=4.00) and was satisfied with the overall classroom conditions (mean=3.82). On-site visits ranked the second with the mean score of 3.50. The trainees' general reactions to the training program indicated that they liked on-site visits best. They also put forward that they would like more visits to the technology centers and employment offices. The instructors got the mean value of 3.29. The trainees appreciated that instructors had positive attitudes toward trainees and were knowledgeable about their subjects. The instructors also cooperated with the classroom interpreters very well. Meanwhile, the trainees had different comments with different instructors. They liked the lectures offered by Dr. Lynna Ausburn and Mr. Conrad Evins very much. They also stated that some instructors were not well prepared before they

came to class and lacked the teaching experiences. The item "Instructors were well prepared before they came to class" received the mean value of 2.82. This indicated that the trainees were not satisfied with some instructor's lectures. The trainees suggested that some instructors who have the knowledge about China's vocational training and labor market be arranged in the training program. The trainees were basically satisfied with the courses which received the mean score of 3.24. They agreed that the courses were valuable to them. From the trainees' comments, eight trainees liked the CBE concept very much which is the core of this training program. At the same time, three people reported that some courses offered in the training program lacked in-depth information introduction and some irrelevant courses were arranged in the training program. Five people commented that more computer lab exercises on computer software operations should be arranged. four trainees reflected that the times of changing the training schedule should be reduced.

The trainees were satisfied with their on-campus life which could be illustrated by the overall mean score (3.87) of trainees' feedback on their on-campus life. The trainees were very satisfied with their living arrangements (mean=4.10) and transportation (mean=4.05). They agreed that on-campus living environment was pleasant and living conditions in the university apartment were comfortable. They thought that the transportation van were safe and comfortable. The trainees felt comfortable about their diet here (mean=4.12). They could get the condiments to cook Chinese food (3.94). The price of groceries here was affordable (mean=3.71). The trainees were basically satisfied with their spare-time activities which could be reflected by the overall mean score of 3.50 for this category. They liked the university sports facilities. They basically agreed that

they had enough spare-time activities. The trainees were willing to make cultural adjustment when living in a country which has a different culture from theirs. They agreed that it was important to learn how to be happy living a culture with a world view different from theirs.

Recommendations

Recommendations for the future training programs were presented as follows:

1. Keep the current practice of arranging on-site visits in the training program to help the trainees gain the advanced experiences from the visited agencies.

2. Carefully select the instructors and arrange some instructors who have the knowledge about China's economics or labor market and vocational training in the training program. The instructors with teaching experience were preferred.

3. An orientation on the American/Chinese culture and learning styles needs to be done by both the Chinese MOL and OSU for their respective participants before the start of the training program.

4. Specific training needs assessment needs to be done further for the third training program so as to design appropriate courses for the trainees.

5. The relevant arrangements for the third training program need to be made in advance. To do this successfully, the China MOL needs finalize the arrival date of the training group at OSU as early as possible.

6. Changing of the training schedule should be avoided during the implementation of the training program. Accordingly, the China MOL needs finalize the arrival date at OSU as early as possible.

7. Qualified interpreter for the training group from the Chinese MOL should be guaranteed so as to ensure good teaching-learning transactions.

8. Arrange some cultural activities for the trainees at the weekend to enrich their spare-time life and help them gain more understanding about the United States.

9. The trainees should be selected carefully in China based on a minimum criteria so as to make full use of the training programs.

10. The trainees should play an active role in disseminating what they learned in the United States after they went back to China.

Discussion of Findings

This study was mainly a quantitative study, but a lot of qualitative data were collected through the last part of the questionnaire which asked respondents' comments and suggestions. The researcher worked in the China MOL as a project officer before she came for the study in the United States. When working in the China MOL, the researcher was actively involved in the management of various activities for the World Bank-assisted Labor Market Development Project including project preparation, pre-appraisal, appraisal, negotiation and the project implementation. During the study at OSU, the researcher participated and assisted the implementation of all the China MOL training programs. The researcher's expertise about the background of the training program and active participation during the whole process of the training program greatly helped this evaluation study. Furthermore, the respondents were willing to give their opinions to the researcher during the whole training process because of the researcher's special

background, which assisted the researcher to interpret the trainees' feedback and comments in the questionnaire correctly and draw the conclusions.

Most of the trainees came from the administrative level of China's MOL, LB, ETC, and SWS. This is a completely different group from the first training group which mainly consists of young computer technicians. The trainees in the second group were more critical to the topics than the first one when doing the evaluation because of their profession and working experiences. Hence, when comparing the evaluation results of the second program with the first one, this point should be taken into the consideration.

In addition, the China MOL has changed the training group's departure time for several times because of some unexpected problems. This brought about the difficulty to OSU in making the training arrangements and caused serious changes in the schedule of training. The evaluation indicated that four trainees (23.53%) suggested reduce the times of changing the training schedule. For this purpose, the China MOL needs finalize the training group's arrival date at OSU as early as possible.

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APPENDIXES

APPENDIX A

CHINA CURRICULUM DEVELOPMENT PROGRAM

Week One -- Arrival, overview and introductory concepts

1. Arrive and settle into apartments-Opening Welcome Banquet.
2. Office of International Programs orientation program.
3. Campus tour.
4. Tour of Stillwater (shopping, banking, post office, recreation, transportation, etc.).
5. Training orientation and preview.
6. Tour of training facilities.
7. Distribution of training materials.
8. Orientation to computer lab.
9. Introduction to LMI/OIS concept and its role in curriculum at local and national levels.
10. Introduction to the education/industry partnership in workforce preparation and the school-to-work concept.

Week Two -- Curriculum issues and processes

1. Tour operating vocational curriculum development center (CIMC at Oklahoma Vo-Tech).
2. Analysis of the CIMC at Oklahoma Vo-Tech: facilities, processes and products.
3. Introduction to issues in vocational curriculum development and implementation (CBE, testing and certification, task and instructional analysis, needs assessment, applications of LMI/OIS data curriculum product data, bases, curriculum modules for training customization, instructional strategies and learning theory, etc.).

Week Three -- Issues in testing and certification in vocational training and manpower   development and management

1. Criterion referenced evaluation in CBE versus normative referenced evaluation in traditional education.
2. Testing techniques for both cognitive and preference skills.
3. Testing techniques for learning gains and competency attainment.
4. The national competency testing and certification model.
5. Occupational certification as a macro control in labor force development and management, including the role of industry and the LMI/OIS.
6. Introduction to development, validation, and item banking of certification testing items.

Week Four -- School to Work model of curriculum partnerships and introduction to the technology of curriculum development

1. The education/industry partnership model in vocational preparation and certification.
2. LMI/OIS data in the partnership model.
3. Industry's roles in developing and validating curriculum and testing/evaluation systems.

4. Training funding models and options for the training partners.
5. Curriculum alignment and competency sharing options by education and industry partners.
6. Introduction to the technology of curriculum development - Electronic development education publishing systems (basic hardware and software for print based curriculum product development). Participants will be introduced to curriculum development technology through instructor led demonstrations and discussions. As a group, participants will design and create with the instructor a short curriculum assignment. They will also tour the printing plant at Oklahoma Vo-Tech.

Week Five -- Advanced topics in the technologies of producing and distributing of curriculum materials

1. Advanced curriculum production techniques (demonstrations, discussion, group creation of a curriculum segment using advanced technologies).
2. Modular design of vocational training materials to facilitate training customization.
3. Creating and using data base technology for storing revising, and customizing curriculum modules.
4. JIT (Just-in Time) curriculum provision technologies.
5. Appropriate use of multi-media training materials in vocational training (demonstration and discussion).
6. Delivery technology options for vocational curriculum (print, DC technologies, Internet/intranet, distance learning classrooms).
7. Tour of distance learning facilities in Oklahoma Vocational Training Institutions, and Oklahoma State University.

Week Six -- Curriculum tracking and evaluation methods and technologies

1. Certification test items data basing and test generation.
2. Test item creation software (Demonstration).
3. Trainee performance tracking/management software (Demonstration).
4. Developing a data base for evaluating training program effectiveness.
5. Designing and conducting training effectiveness studies (forming evaluation questions, developing data-gathering instruments, conducting the study, evaluation data analysis techniques).

Week Seven -- Review, summary, and planning of group presentations

1. Review of major issues covered in workshop.
2. Analysis of implementation strategies for China.
3. Group planning of presentations for final course banquet.
4. Introduction to Microsoft Power Point presentation software.

Week Eight -- Wrap up

1. Development of group presentations for final banquet using Power Point.

2. Course critique by participants and instructors.
3. Final banquet & group Power Point presentations
4. Prepare for departure back to China.

APPENDIX B

QUESTIONNAIRE

(English Version)

The Chinese Ministry of Labor Curriculum Development Training Program
Questionnaire

Dear trainees,

Obtaining responses from you about this training program is very important. Your carefully considered responses are valuable in improving the future training program. Please read the following questions carefully and circle the response you think is the most appropriate for each question. The questionnaire is answered voluntarily. The information you provide is strictly confidential.

Thank you for your cooperation!!!

PART A. GENERAL INFORMATION

1. What is your gender?   1 = Female   2 = Male

2. What is your age group? 24 and under   25-40   41-55   56 and over

3. What is your marital status? 1 = Single   2 = Married   3 = Other

4. What is your highest education level?   1 = High school   2 = Associate degree

   3 = Bachelors   4 = Graduate   5 = Other, please specify _____

5. What is your current job title? _____

6. Have you lived or worked overseas before?   1 = Yes   2 = No

7. What is your level of English Proficiency?

   A. Spoken: Poor   Fair   Good   Excellent

   B. Written: Poor   Fair   Good   Excellent

PART B. TRAINING

Please indicate the extent of your agreement by circling the following numbers. 1=Strongly Disagree (SD), 2=Disagree (D), 3=Neutral (N), 4=Agree (A), 5=Strongly Agree (SA).

	SD		N		SA
INSTRUCTORS	←				→

1. Enough instructors were arranged for the

   training program. 1   2   3   4   5

2. Instructors were knowledgeable about their

   subjects 1   2   3   4   5

3. Instructors presented subject matter clearly. 1   2   3   4   5

4. Instructors gave enough time for interpretation .. 1   2   3   4   5

5. I like the way that I was instructed. 1   2   3   4   5

6. Instructors were well prepared before they

   came to class. 1   2   3   4   5

7. Instructors had positive attitudes toward

   trainees. 1   2   3   4   5

8. Instructors were concerned about my achievement

   of the training program. 1   2   3   4   5

9. Instructors had high commitment to teaching. 1   2   3   4   5

	SD		N		SA
COURSES					
10. The courses met with the original training need.	1	2	3	4	5
11. I learned a lot from the courses.	1	2	3	4	5
12. The workload was appropriate for the training program.	1	2	3	4	5
13. Assignments were relevant and useful.	1	2	3	4	5
14. The instructional materials helped me achieve the training package objectives.	1	2	3	4	5
15. The language translations were good.	1	2	3	4	5
16. The courses were valuable to me.	1	2	3	4	5

ON-SITE VISITS

	SD		N		SA
17. On-site visits were complimentary to the course work.	1	2	3	4	5
18. The visits helped me gain more professional experiences.	1	2	3	4	5
19. The visited agencies were well prepared for the visits.	1	2	3	4	5
20. On-site visits were interesting.	1	2	3	4	5

	SD	N			SA

21. The transportation vans for on-site visits

    were satisfactory.................................... 1   2   3   4   5

22. I am satisfied with on-site visits of the training

    program. 1   2   3   4   5

THE LEARNING SUPPORT SYSTEM

23. I was satisfied with the overall classroom

    conditions (lighting, heating, space, etc.)............ 1   2   3   4   5

24. Advanced teaching equipment was available

    for the class... 1   2   3   4   5

25. I liked the university library. 1   2   3   4   5

26. I felt I was in a pleasant learning environment.... 1   2   3   4   5

PART C. ON-CAMPUS LIFE

LIVING ARRANGEMENTS	SD		N		SA

←——————————————→

1. Living conditions in the university apartment

   were comfortable. 1   2   3   4   5

2. Kitchen utilities were satisfactory 1   2   3   4   5

3. I felt safe in the university apartment. 1   2   3   4   5

4. The noise level in the university apartment

   was acceptable. 1   2   3   4   5

5. On-campus living environment was pleasant...... 1   2   3   4   5

6. I liked the place I lived in. 1   2   3   4   5

TRANSPORTATION

7. The transportation system was convenient for me. 1   2   3   4   5

8. I felt comfortable in the transportation van. 1   2   3   4   5

9. I felt safe in the transportation van. 1   2   3   4   5

10. I was satisfied with the transportation

    arrangement.. 1   2   3   4   5

DIET

11. The diet here was comfortable. 1   2   3   4   5

12. The price of groceries was affordable. 1   2   3   4   5

13. I could get the condiments to cook Chinese food. 1   2   3   4   5

14. I was satisfied with the diet here. 1   2   3   4   5

SPARE-TIME ACTIVITIES	SD	N			SA
15. I had enough spare time activities. 1	2	3	4	5	
16. My spare time life was not boring.......................1	2	3	4	5	
17. I was satisfied with the university sports					
facilities. 1	2	3	4	5	
18. Watching TV brought me pleasures....................1	2	3	4	5	
19. Overall, I enjoyed my spare-time life..................1	2	3	4	5	

CULTURE ADJUSTMENT

20. Chinese cultural values are different from					
American cultural values.......................................1	2	3	4	5	
21. My stay in the U.S. positively affected my view of					
American culture. 1	2	3	4	5	
22. My stay in the U.S. positively affected my view of					
Chinese culture. 1	2	3	4	5	
23. It is important to learn how to be happy living in a					
culture with a world view different from mine. ...1	2	3	4	5	
24. I tried to understand Americans' ways of					
doing things. 1	2	3	4	5	
25. I made the necessary adjustments to the Americans' way					
of living. 1	2	3	4	5	

PART D. GENERAL REACTIONS

INSTRUCTIONS: Please give your reactions to any aspects of this training program that you like or dislike.

1. What did you like best about this training program?

2. What did you like least about this training program?

3. Any additional comments or suggestions?

APPENDIX C

QUESTIONNAIRE

(Chinese Version)

中国劳动部第二期培训班学员问卷调查表

亲爱的学员:

　　您对本次培训班的意见反馈是至关重要的。您经过认真考虑后的回答将对提高未来培训班的质量起着非常关键的作用。请仔细阅读以下各题并圈选出您认为最合适的答案。问卷回答是自愿的。您提供的信息将被严格保密。谢谢您的合作!!!

第一部分:　　一般个人情况

1. 您的性别是:　　　　　1. 男　　　2. 女
2. 您的年龄是　　　　　1. 24岁以下　　2. 25-40岁　　3. 41-55岁　　4. 56岁以上
3. 您的婚姻状况为:　　1. 未婚　　2. 已婚　　3. 其它
4. 您的最高教育程度为: 1. 中学　2. 专科　3. 大学　4. 研究生　5. 其它_____
5. 您的职称为:_____
6. 您曾经在国外居住或工作过吗?　　1. 是 2. 否
7. 您的英语水平为:

　　　　口语:　　差　　一般　　好　　优秀
　　　　笔头:　　差　　一般　　好　　优秀

第二部分:　　学员培训

授课教师

　　　　1: 非常不同意　　　2. 不同意　　　3. 没意见　　　4. 同意　　　5. 非常同意

1. 培训班安排了足够的授课教师.　　　　　　1.　2.　3.　4.　5.
2. 授课教师对于其授课的主题很精通.　　　　1.　2.　3.　4.　5.
3. 授课教师能清楚地解释主题的内容.　　　　1.　2.　3.　4.　5.
4. 授课教师为课堂翻译留有足够的时间.　　　1.　2.　3.　4.　5.
5. 我喜欢授课教师的讲课方法.　　　　　　　1.　2.　3.　4.　5.
6. 授课教师在课前充分备课.　　　　　　　　1.　2.　3.　4.　5.

7. 授课教师以积极的态度来对待学员. 　　1. 2. 3. 4. 5.

8. 授课教师关心我的学习进展情况. 　　1. 2. 3. 4. 5.

9. 授课教师对教学有高度的责任感. 　　1. 2. 3. 4. 5.

课程质量

1. 非常不同意　　2. 不同意　　3. 没意见　　4. 同意　　5. 非常同意

10. 课程同项目所设计的培训需求相一致. 　1. 2. 3. 4. 5.

11. 我从这些课程中学到了许多. 　　1. 2. 3. 4. 5.

12. 课程的工作量是合适的. 　　1. 2. 3. 4. 5.

13. 作业是相关且有用的. 　　1. 2. 3. 4. 5.

14. 培训教材帮助我完成了培训目标. 　　1. 2. 3. 4. 5.

15. 课堂翻译是清楚的. 　　1. 2. 3. 4. 5.

16. 这些课程是有价值的. 　　1. 2. 3. 4. 5.

现场参观

1. 非常不同意　　2. 不同意　　3. 没意见　　4. 同意　　5. 非常同意

17. 现场参观同课堂教学是相辅相成的. 　1. 2. 3. 4. 5.

18. 参观帮助我获得了许多业务经验. 　1. 2. 3. 4. 5.

19. 参观单位对来访有充分准备. 　1. 2. 3. 4. 5.

20. 现场参观是有趣的. 　1. 2. 3. 4. 5.

21. 参观所用的交通工具是令人满意的. 　1. 2. 3. 4. 5.

22. 我对这次培训的现场参观感到满意. 　1. 2. 3. 4. 5.

学习辅助系统

1.非常不同意　　2. 不同意　　3. 没意见　　4. 同意　　5. 非常同意

23. 我对教室的整体条件感到满意

(如灯光,空调及空间等等). 　1. 2. 3. 4. 5.

24. 教室备有先进的教学设备.　　　　　1.　2.　3.　4.　5.

25. 我喜欢该大学的图书馆.　　　　　　1.　2.　3.　4.　5.

26. 我感到我在一个愉快的学习环境中.　1.　2.　3.　4.　5.

第三部分:　　学员在校生活

居住安排

　　　　1. 非常不同意　　2. 不同意　　3. 没意见　　4. 同意　　5. 非常同意

1. 宿舍内的居住条件是舒适的.　　　1.　2.　3.　4.　5.

2. 我对厨房设施感到满意.　　　　　1.　2.　3.　4.　5.

3. 我觉得在宿舍中是安全的.　　　　1.　2.　3.　4.　5.

4. 宿舍内的噪音在可接受的范围.　　1.　2.　3.　4.　5.

5. 校区居住环境是令人愉快的.　　　1.　2.　3.　4.　5.

6. 我喜欢我所居住的地方.　　　　　1.　2.　3.　4.　5.

交通

　　　　1. 非常不同意　　2. 不同意　　3. 没意见　　4. 同意　　5. 非常同意

7. 交通安排很便利.　　　　　　　　1.　2.　3.　4.　5.

8. 交通车很舒适.　　　　　　　　　1.　2.　3.　4.　5.

9. 乘坐交通车很安全.　　　　　　　1.　2.　3.　4.　5.

10. 我对交通上的安排感到满意.　　　1.　2.　3.　4.　5.

饮食

　　　　1. 非常不同意　　2. 不同意　　3. 没意见　　4. 同意　　5. 非常同意

11. 这里的饮食是舒适的.　　　　　　1.　2.　3.　4.　5.

12. 日用百货的价格是可以承受的.　　1.　2.　3.　4.　5.

13. 我能买到做中国饭的调料.　　　　1.　2.　3.　4.　5.

14. 我对这里的饮食感到满意.   1.   2.   3.   4.   5.

业余生活

    1. 非常不同意   2. 不同意   3. 没意见   4. 同意   5. 非常同意

15. 我有足够的业余活动.   1.   2.   3.   4.   5.
16. 我的业余生活不单调.   1.   2.   3.   4.   5.
17. 我对大学的体育锻练设施感到满意.   1.   2.   3.   4.   5.
18. 看电视给我带来乐趣.   1.   2.   3.   4.   5.
19. 总的来说,我喜欢我的业余生活.   1.   2.   3.   4.   5.

文化的调整

    1. 非常不同意   2. 不同意   3. 没意见   4. 同意   5. 非常同意

20. 中国的文化价值观同美国的文化价值观不同.   1.   2.   3.   4.   5.
21. 在美国学习的这段时间正面地影响了我对美国文化的看法. 1.   2.   3.   4.   5.
22. 在美国学习的这段时间正面地影响了我对中国文化的看法. 1.   2.   3.   4.   5.
23. 学会愉快地生活在同自己世界观不同的国家中是重要的.   1.   2.   3.   4.   5.
24. 我努力理解美国人的处事方式.   1.   2.   3.   4.   5.
25. 我做了必要的调整以适合美国人的行为方式.   1.   2.   3.   4.   5.

第四部分: 总体意见

请您对此次培训班任何满意或不满意的地方作出评论.

1. 您最喜欢此次培训班的哪一部分?

2. 您最不喜欢此次培训班的哪一部分?

3. 任何其它评论或建议?

APPENDIX D

GENERAL COMMENTS FROM TRAINEES

1. What did you like best about this training program?

On-site visits and living arrangements.

The lectures given by Dr. Lynna Ausburn and Dr. Conrad Evins.

CBE concept.

The visits of the vocational technology centers and the CBE concept learning.

I Like the CBE concept best and am very interested in the instructor's presentations for this part. The group should draw CBE's successful experiences so as to improve China's vocational training.

The visits of the training centers and one-stop employment office.

The role and applications of the Internet in vocational training and employment services; the CBE concept; and partnership between industry and education.

CBE concept; on-site visits; practical operations on computer software; and being invited to professor's house.

What Lynna instructed.

CBE concept.

Occupational information system and vocational skill training.

What lynna and Conrad instructed.

Curriculum material development.

CBE concept and teaching material development.

Occupational information system; CBE teaching system; the visit of Curriculum Instructional Material Center (CIMC); and the visit of the technology training centers. CBE concept.

The advanced facilities used for teaching material development.

2. What did you like least about this training program?

Long-distance learning; inadequate computer lab practice; and some instructors' careless attitudes toward the teaching.

Long-distance learning.

The attendance of the telecommunication class in Tulsa arranged at the weekend.

Long-distance learning;

Introduction about long-distance learning.

Mr. Shumaker seems to know little about teaching.

There should have the Chinese version of the teaching materials and one Chinese instructor.

The basic introduction of the computer system.

Some courses are irrelevant; some instructors gave poor presentations.

Little chance to do computer lab practice, which led some of us who are old and have poor computer background little time to learn the computer knowledge.

Long-distance learning.

The attendance of the telecommunication class in Tulsa at the weekend.

3. Any additional comments or suggestions?

Arrange some instructors who have the knowledge about China's vocational training and labor market to give the lectures.

The interpreter in accompany with the group could not give systematic interpretations, which seriously influenced the understanding of the courses. Thanks Ms. Yingjie Dong for her help and concern about the whole group's study and daily life.

More relevant courses should be arranged; more computer lab exercises needed; and more visits to the training centers and employment offices; more introduction about the situation of American jobs so as to help us understand more about America and its culture.

Add more computer lab exercises; reduce the times of changing the training schedule.

I am basically satisfied with this training program, such as the instructors' high academic level, good living arrangements, and the beautiful campus. Meanwhile I suggest that the university improve the teaching contents, arrange traveling tour during

weekend, add more computer lab exercises, and avoid the duplicated teaching contents of the training program.

Add more computer lab exercises.

Try to connect what instructed with China's actual situation.

The training schedule has not been prepared well until two weeks later since we arrived at campus. The training schedule should not be changed so much, e.g. the topic of the staff development on Nov. 25 was changed to long-distance learning; two on-site visits were canceled. The instructors only gave very general introduction and no in-depth information was delivered. Some professors with professional teaching experiences should be arranged for the training program, especially some famous professors of the college. Of the nine instructors, only Lynna and Conrad gave good lectures.

Add more teaching of computer software application.

Suggest the university discuss the training schedule with the trainees.

Make adjustments about the instructors; reduce the times of changing the training schedule; deliver more in-depth information; and suggest cancel the third training session because it is easy to see that 70% to 80% of the courses arranged in the first and second training session were the same.

VITA

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